



This sheet provides facilitators with slide by slide guidance notes to support delivery of the PowerPoint version of the Prevent and Pathways resource

Ensure you have carried out the prior planning and preparation necessary to deliver this session

Pay attention to the points in red - Please emphasise these to the audience

Slide	Summary	Advice
1- 4	4 slides to introduce Prevent, the Government Counter Terrorism Strategy	Explain that Prevent places a responsibility on all local authorities, police forces, prisons, health/G.Ps and education establishments to have their own measures/strategies in place to address the threat of terrorism
5	Introduces the content and aims of the session and film Pathways: short film portraying process of radicalisation among young people	<ol style="list-style-type: none"> Who, why and how? Meanings: grievances, terrorism, extremism and radicalisation terminology Process and consequences (Pathways Film) What can you and we do about it?
6	Icebreaker 1 1 of 3 - Q's to open discussion and prepare audience for the session (Use 1 or all 3) Allow audience to respond before moving to next slide	<p>Opportunity for facilitator to gage the level/tone of individual views of audience members; consider any safeguarding concerns</p> <p>1. What does a terrorist look like? Stereotyping/prejudices/discrimination Audience to discuss</p>
7	Response slide: Icebreaker 1	<p>Address the stereotypical misconception: 'All Muslims and people from Syria, Afghanistan or Iraq are terrorists'</p> <p>Emphasis: NOT TRUE – good and bad, fair and extreme in all cultures Some extremists/terrorists are white and British – many are linked to Right-Wing, Neo-Nazi, White Supremacist groups. i.e. Neil Lewington; Mark Colborne and David Copeland</p> <p>A judge branded the animal activist extremist group 'Stop Huntingdon Animal Cruelty'; as '<i>urban terrorists</i>' when he jailed 7 of them for a total of 50 yrs for a ruthless campaign of terror and intimidation.</p>
8	Icebreaker 2 2 of 3 questions to open discussion and prepare audience for the session (Use 1 or all 3) Allow audience to respond before moving to next slide	<p>Opportunity for facilitator to gage the level/tone of individual views of audience members; consider any safeguarding concerns</p> <p>Why does a person become a terrorist? Audience to discuss</p>
9	Response Slide: Icebreaker 2 Consider using the ' Cycle of Discrimination and Radicalisation ' diagram – link is located in the homepage	<p>Explores reasons associated with an individual's grievances/anger with society and associated vulnerabilities:</p> <p>Not accepted by society Misunderstood Follow values of family/others Discriminated/Bullied* Relate to feelings of specific groups/communities Vulnerable to grooming/radicalisation Isolated from peers Socially awkward</p> <p>A person's struggle with issues of belonging and identity may find that radical messages resonate with their experience and circumstances</p> <p>Discriminating people from a particular culture/religion/ethnicity in response to the actions of the minority can cause grievances; this can make them vulnerable to radicalisation as a way of fighting back against those who victimise them</p> <p>*Mark Colborne (from Icebreaker 1) claimed he was constantly bullied for being ginger</p> <p>Jihadi brides: IS targets young girls online, they make promises of a better more meaningful life but their true intention is to force them to bear the children of IS fighters; once girls reach IS territory, their passports are confiscated and they're threatened with execution if they try to leave. Videos evidence shows IS militants conducting sex-slave markets, bidding to own girls as young as 15.</p>



<p>10</p>	<p>Icebreaker 3 3 of 3 questions to open discussion and prepare audience for the session (Use 1 or all 3) Allow audience to respond before moving to next slide</p>	<p>Opportunity for facilitator to gauge level/tone of individual views of the audience and identify leaders (pre-session) Why does it happen? Consider beliefs, emotions and experiences Audience to discuss</p>
<p>11</p>	<p>Response Slide: Icebreaker 3</p>	<p>Focuses on common reasons associated with the aim of an attack: Create fear no other choice ~ reasoning doesn't work forced to participate acts will result in/ or force change revenge media attention for honour/glory</p>
<p>12 - 14</p>	<p>Simplifying Words and Terminology</p>	<p>Reference to common words associated with terrorism to help understanding and assist the audience with the session & task Terrorism Radicalisation Radicaliser Radicalisation materials Grievances Extremism Extremist Ideology Narrative Propaganda</p>
<p>15</p>	<p>Pathways Film (19 minutes)</p>	<p>Slide introduces main characters and contains the link to the film Important Points to Raise: Imran's meeting: This meeting <u>does not</u> take place at a Mosque Shaada wearing traditional clothes:</p> <ul style="list-style-type: none"> • Shaada's change of dress from western to more traditional dress is a result of Imran's insistence that she should dress modestly; due in part to Imran's radicalisation by Tariq. • It should be noted that within the Muslim religion dressing modestly <u>is not</u> seen as a bad thing; the point here is how radicalisers interweave traditional/cultural/religious views with their violent extremist narrative. • Another point here is how Tariq acts surprised that Shaada attends college (female in education); this view <u>is not</u> a general view held by Muslims but part of an extremist narrative. <p>Man at Tariq's meeting: The quote he said; "you kill one man you kill mankind, you save one man you save mankind" is reported to be from the Holy Qur'an</p>
<p>16</p>	<p>Introduction to the Pathways task/exercise Links to the resources located on homepage</p>	<p>1. Arrange audience into small groups or pairs 2. Each pair/group to be given a character sheet 3. Discuss points/questions on the sheet: record views/responses 4. Round robin: groups to present/share views and responses Character Task Sheets (print from homepage) Imran Shaada Tariq Dave ~ Police Officer Matt Sol Liam Bystanders</p>
<p>17</p>	<p>What can I do? Recognise</p>	<p>Opportunity for facilitator to raise awareness to 'recognising the signs' commonly associated with someone who may be at risk of radicalisation or extremist/terrorist activity Emphasis: Whether it's you or a person you know, recognise the signs ~ think about your safety and the motive of the radicaliser 'grooming' you/them</p>
<p>18</p>	<p>What can I do? Ask</p>	<p>Opportunity for facilitator to encourage audience to consider 'seeking advice and support' if they, or a friend are at risk of radicalisation or extremist/terrorist activity Emphasis:</p> <ul style="list-style-type: none"> • If you or someone you know is being groomed or radicalised by extremists or planning terrorist activity, speak to someone!! • Trust your instinct... if it doesn't feel right it probably isn't right • Adults and agencies can help you to make safe choices – they have a duty of care to safeguard young people from harm <p>Example: Extremist Mark Colbourne's plot was foiled by the actions of his brother who found chemicals and raised his concerns to police</p>
<p>19</p>	<p>Contacts</p>	<p>Opportunity for facilitator to signpost audience to contacts for the police and government counter-terrorism departments to seek advice, and report information or suspicion. Hampshire Police The Anti-Terrorist Hotline Government Webpage</p>